**Assignment Checklist for RDG 567**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Informal Reading Assessment Write Report (30 points)**

Comment:

Two-four page write up on the assessments you conducted on an outside student. Should cover a brief write up in the following areas.

* + Text reading (QRI or DIBELS)
  + Word, Phonics, and/or Phonemic Awareness Tests (CORE, DOMINIE, or DIBELS)
  + Vocabulary an/or Writing (DOMINIE, CORE)

Comment:

 **Test Samples (20 points)**

Please place the testing samples behind the two page summary.

Have analysis and scoring on the tests. See example on wiki

Comment:

 **Assessment Reaction Reviews (20 points)**

Reactions and impressions of tests given. Include a combination of formal and informal tests you have used across the components (fluency, vocab, comprehensions, phonics, phonemic awareness and writing)

Comment:

 **If-Then Chart (30 points)**

See sample:

Choose five areas to address (e.g. Comprehension, Phonics, Phonemic Awareness, Vocabulary, Fluency). In each category have five targeted areas to address. For example in Comprehension you could address- retelling, determining importance, etc. In a targeted area (retelling) offer two-three researched based recommendations.

Comment:

See samples of assignments

<http://rdg5678.wikispaces.com/567+Assignment+Samples>

**Assignment Checklist for RDG 568**

 Clinical Report

**ASSIGNMENT RUBRIC FOR ASSESSMENT: DIAGNOSTIC PORTFOLIO**

**Southern Connecticut State University**

**Graduate Reading Program**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Instructor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| **RDG 568**: **Diagnostic Portfolio**  **Assessment of internship, practicum, or other clinical experience** | | | | |
| **Element** | **IRA Standard** | **Unacceptable (1)** | **Acceptable (2)** | **Target (3)** |
| 1. Use, interpret, and recommend a wide range of assessment tools and practices | 3.1 |  |  |  |
| 2. Determine if student is integrating components of fluent reading | 1.4 |  |  |  |
| 3.Use in-depth assessment information to plan individual instruction for struggling reader | 3.3 |  |  |  |
| 4. Communicate assessment information to parents for both accountability and instructional purposes | 3.4 |  |  |  |
| Communicate assessment information to classroom teacher in order to:   * 5. Suggest additional assessments to further refine the students’ literacy needs * 6. Assist the classroom teacher in using your assessment data to plan instruction for this student * 7. Assist the classroom teacher in selecting materials matched to the student’s reading level, interest, and cultural/linguistic background | 3.2 |  |  |  |
| 3.3 |  |  |  |
| 4.1 |  |  |  |
| 8. Writing quality—use of English language conventions including spelling |  |  |  |  |

**Scoring guide:**

1. Score x 3 = \_\_\_\_\_\_\_\_\_\_ 5. Score x 1 = \_\_\_\_\_\_\_\_\_

2. Score x 3 = \_\_\_\_\_\_\_\_\_\_ 6. Score x 1 = \_\_\_\_\_\_\_\_\_

3. Score x 2 = \_\_\_\_\_\_\_\_\_\_ 7. Score x 1 = \_\_\_\_\_\_\_\_\_

4. Score x 2= \_\_\_\_\_\_\_\_\_\_ 8. Score x 1= \_\_\_\_\_\_\_\_\_

**Total score = \_\_\_\_\_\_\_\_\_\_ Assignment grade = \_\_\_\_\_\_\_\_\_**

\_\_\_\_\_Target 42-41=A

\_\_\_\_\_Acceptable 40-38=A- 37-35=B+ 33-30=B

\_\_\_\_\_Unacceptable 29-27=B- 26-24=C+ 23-21=C below 21 = F